

**The Initial Impact of Organization Development Intervention on  
Relationships  
Between Job Stress, Job Satisfaction, and Job Performance:  
A Case Study of St. Gabriel's College, Bangkok, Thailand**

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**Abstract**

The purpose of this study is to examine the relationship between three key variables: job stress, job satisfaction, and job performance of the classified staff in a private school. the St. Gabriel's College, Bangkok, Thailand. The subject of the study includes all the 140 classified staff who work in four main supporting service areas of the school, namely: food service, bus services, buildings and grounds, and security guards. In particular, the researcher wanted to identify the key factors that cause stress and satisfaction in their jobs as well as to analyze the negative and positive impacts of job stress and job satisfaction upon their job performance.

The study employs the action research design with a combination of quantitative and qualitative methods of data gathering and the use of SOAR analysis, AI process and OD Intervention. The research design consists of three action phases: Pre-OD Intervention, OD Intervention, and Post-OD Intervention. The summary of findings show that : (1) most respondents have service mind, are responsible, satisfied with their job and loyal to school; (2) the OD Intervention has a positive impact on classified staff's perception; and (3) the *H<sub>0</sub>* was rejected and *H<sub>a</sub>* was accepted. There is significant relationship between classified staff job stress, job satisfaction and job performance before and after OD Intervention. A striking overall conclusion of the study is that the OD Intervention using appreciative inquiry is a powerful tool in building relationships and teamwork which can lead to less job stress, increased job satisfaction, and hence increased job performance.

**Keywords:** job stress, job satisfaction, job performance, OD Intervention, Appreciative inquiry

## **Introduction**

This study rests on the premise that education is widely believed as an essential element for the development in other areas. With this assumption, to provide the best possible educational services is not only to have a top quality program, but also high quality infrastructure and highly effective supporting services. Educators as service providers are well aware that appropriate and adequate facilities in order to best support the teaching and learning is also essential. The support services in school play a key role in helping academic services run smoothly. These facilities, for instance, school buildings, laboratories, classrooms, cafeteria, sport facilities, playgrounds, etc. when kept in well maintenance and effective functioning, will bring high satisfaction to parents, students and other stakeholders. The classified staff whose duties are to keep school facilities in top condition and always ready for use is not less important than academic staff. Nowadays in a globally competitive world, schools like any other corporate need to constantly find ways to motivate their staff to perform to their highest level.

In this study the researcher examined two things: (1) analyzed the relationships between job stress, job satisfaction, and job performance; and (2) find out whether the ODI, Organization Development Intervention, when properly applied, will significantly reduce job stress, increase job satisfaction and thus enhance job performance.

### **St. Gabriel's College as Case Study**

St. Gabriel's College is selected as a case study of this research because it is one of leading private schools in Thailand administered by the Brothers of Saint Gabriel Foundation of Thailand. It is a large Catholic boys' school offering Grades 1-12 education. The school is located in southern Bangkok.

## **Review of Literature**

Management is the process of attaining organizational goals with and through people (De Cenzo & Robbins, 1999; Kreitner & Kinicki, 2007). Guest (1987) differentiates clearly between personnel management and human resource management. While personnel management is short-term basis, focusing on reactive, ad hoc, and

marginal; human resource management, HRM, is long term basis focusing on proactive, strategic, and integrated management. While the former is external control, the latter is internal control. Evaluation criteria of personnel management is cost-minimization while HRM is maximum utilization (Guest, 1987, p. 507). HRM specializes in managing people in a work situation or an organization in attaining a competitive advantage.

**Organization development**, or OD, is a process that applies the knowledge of behavioral science to planned development and reinforcement of organizational strategies, structures, and the process for improving, changing, and organization's effectiveness. This involves two major assumptions: (1) an effective organization is able to solve its own problems and focus its attention and resources on achieving key goals; and (2) effective organization has both high performance, quality products and services, continuous improvement, and a high quality for work life (Cummings & Worley, 2005).

**OD Intervention** or ODI is defined by Cummings and Worley (2005) as usually comprising a sequence of activities and events designed to help an organization improve its performance and effectiveness. The main purpose of the intervention is to create a change leading to greater effectiveness. There are three levels where OD interventions have an effect, namely individual, group, and organization level.

**Appreciative Inquiry (AI)** is a collaborative and highly participative, system-wide approach to seeking, and enhancing the life-giving forces that are present when a system is performing well. It is a journey to find out profound knowledge of a human system at its best and to use that knowledge to construct the best future of that system. The term appreciative comes from the idea that when something increases in value it appreciates (Stratton-Berkessel, 2010). Therefore, Appreciative Inquiry focuses on the generative and life-giving forces in the system, the things we want to increase. By inquiry, we mean the process of seeking to understand through asking questions.

**Appreciative Coaching** is an approach derived from Appreciative Inquiry, which emerged in the 1980s as a change strategy to steer organizations away from a strictly problem solving approach to change. Appreciative Coaching draws on the four stages and

five principles of Appreciative Inquiry as well as on the findings of Positive Psychology, Positive Organizational Scholarship and Solution-Focused Brief Therapy, all of which support a positive, strength-based approach to individual change (Orem, Binkert, & Clancy, 2007).

**Job stress** has been shown to reduce employee motivation and the physical ability to perform a task well. This may result in lower production levels and increased errors and accidents (Schultz & Schultz, 1990). Employees with a high level of stress also tend to be moody and depressed (Kessler, 1997). There are four main types of work-related stressors: 1) physical environment, 2) role-related, 3) interpersonal, and 4) organizational stressors. Job stress has been measured by conflict at work, workload, and physical environment. Stress is found to be negatively related to employee's job satisfaction Caplan (1991) and Keller (1975).

**Job satisfaction** is the positive emotional reaction to one's job experience. It is the feeling and attitude of people toward their work and this can motivate their intention and enthusiasm in creating the work effectiveness which lead to performance improvement. Several studies have tried to determine the link between stress and job satisfaction.

**Job performance** include behaviors that are relevant to the organization's goals and can be measured in terms of each individual's proficiency or level of contribution (Wright & Noe, 1996). McCloy, Campbell, and Cudeck (1994), defined job performance as "behaviors or actions that are relevant to the goals of the organization in question".

**Relationship of Job Stress, Job Satisfaction, and Job Performance** Many theorists agree that job satisfaction is related to job performance. One of the most basic questions is whether increased job satisfaction causes increased job performance and vice versa. "A happy worker is a good worker" is a very appealing idea to investigate. However, it does not hold up empirically. The results from many previous examination of the hypothesis that job satisfaction causes better job performance offer little evidence of such a relationship or even for a reliable positive correlation between these two variables

(Ostroff, 1999). On the other hand, some researchers argue that the results are equally inconclusive with respect to the hypothesis that there is no such relationship (Jewell, 1998). Therefore, this paper strives to describe the relation of job stress, job satisfaction and job performance.

### **Research Hypotheses:**

*H<sub>o</sub>* = There is no significant relationship between classified staff job stress,  
job satisfaction and job performance before and after OD Intervention

*H<sub>a</sub>* = There is significant relationship between classified staff job stress,  
job satisfaction and job performance before and after OD Intervention

### **Conceptual Framework**

The conceptual framework explains the situation of St. Gabriel's College and how to improve classified staff job performance related to job stress and job satisfaction.

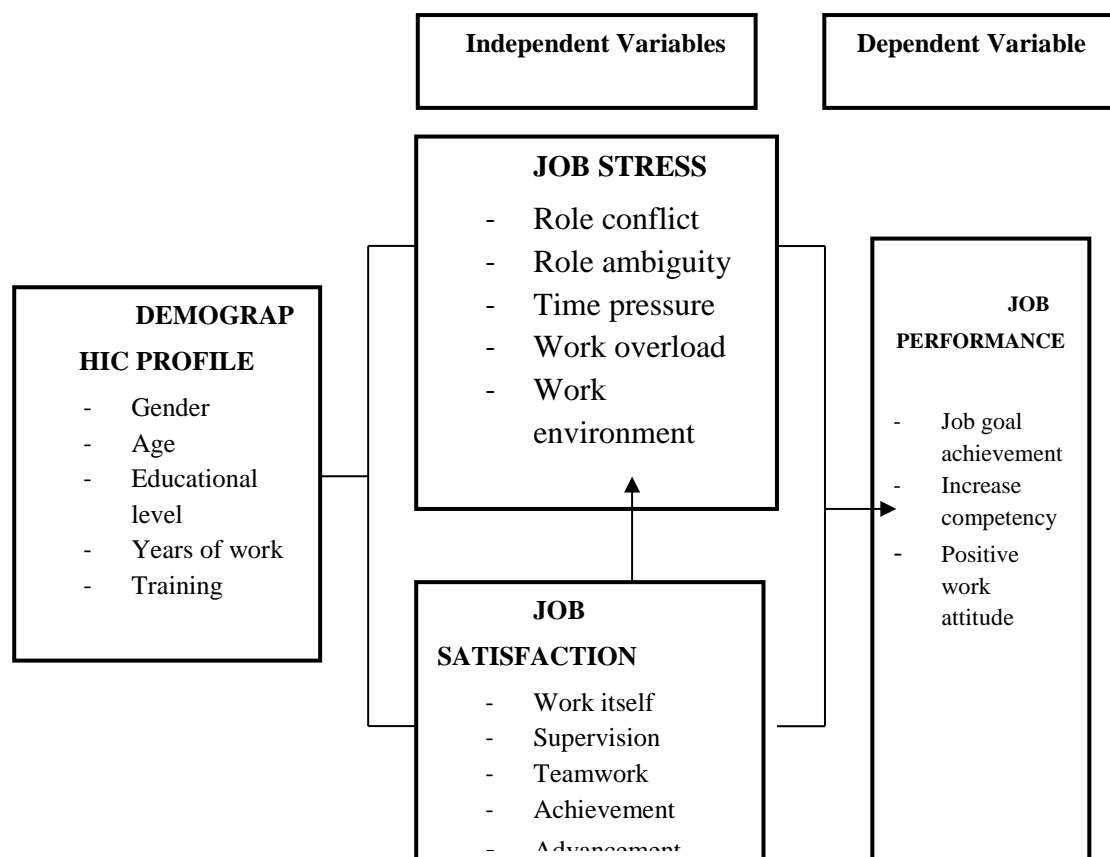
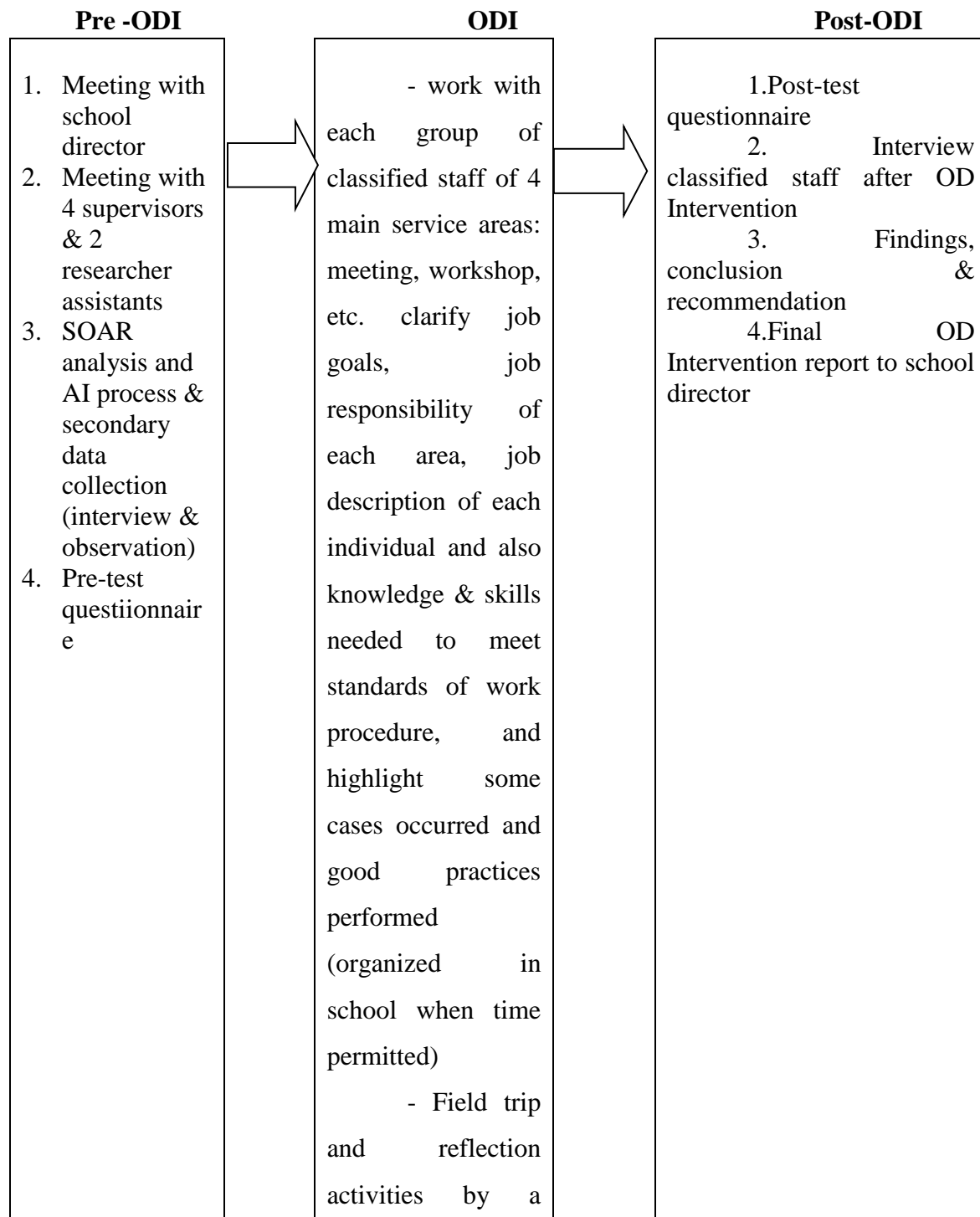


Figure 1. The Conceptual Framework

### **Methodology**

This study employs Action Research Design for assessing and analyzing the current situation of St. Gabriel's College of classified staff job satisfaction, job stress, and job performance. The action research design is shown in Figure 2.



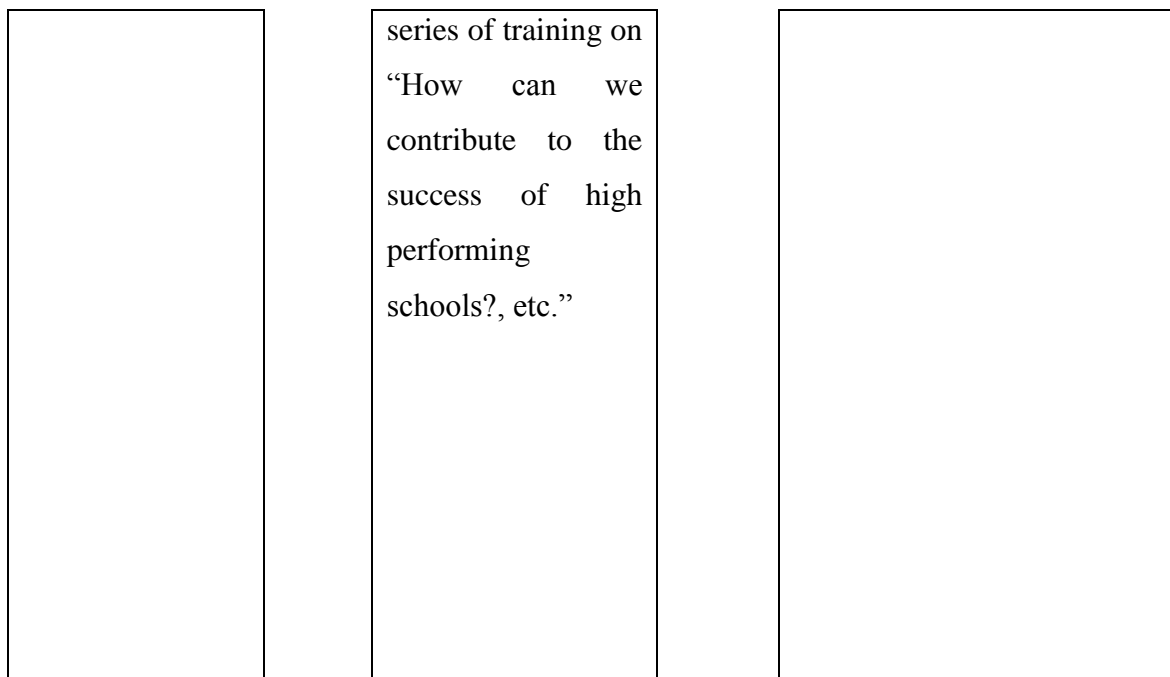


Figure 2 . The three action phases of action research design: Pre-OD Intervention, OD Intervention Process, and Post OD Intervention design

### **Appreciative Inquiry Methodology**

The power of Appreciative Inquiry (AI) rests in its *informal* and *creative* approach in engaging the “whole system” in the planning process. Conversations become a core process for eliciting the data and energizing the system for change (Brown and Isaacs, 2001). In this study, the researcher engaged the supervisors in appreciative interview, intensive interaction sessions for one day. A creative, conducive, friendship, and caring atmosphere that encourages participants to relax and open up to the inquiry process .

The researcher organized a one-day Appreciative Inquiry (AI) workshop for training and advising the three supervisors. The objective of this session was to gather the three advisors under one roof and introduce them to the philosophy, principles and practices of AI process and the SOAR framework. By the end of the day, they clearly understood and they group enlisted the **S**trengths, **O**pportunities, **A**spirations and desired **R**esults.

### **Subjects of study/sources of data**

#### **Population**

In 2012, St. Gabriel's College had 140 classified staff who all participated in the study.

#### **Instruments/Data Collections**

The instruments used in this study were a 5-part questionnaire and a structured interview conducted by the researcher.

#### **The Questionnaire**

The researcher used a questionnaire to measure variables and administered it to 140

respondents. The same questionnaire was used in both the Pre and Post ODI phases. The results of the survey in the Pre-ODI phase were used to identify the levels of job stress, job satisfaction, and job performance of employees. Cronbach's alpha coefficient, executed by the SPSS version 17 was used to indicate the reliability of the questionnaire. The questionnaire was comprised of five parts, containing both open-ended and closed-ended questions, as shown below:

**Part 1** contained demographics profile such gender, age, educational level, years of works, and taken any training/ or any activities.

**Part 2- Part 4** contained measurement of both dependent and independent variables in order to assess, analyze, and to determine the relationship between classified staff job stress, job satisfaction, and job performance. This part using closed-ended questions and using Likert's five-point rating scale.

**Part 5** contained additional suggestions for further improvement, using open-ended questions that could be adjusted to suit the situation in St. Gabriel's College.

#### **Guideline for interviews**

1. What are the key factors for effectiveness in your job performance?
2. What are the key factors that will lead to your high job satisfaction?
3. What are the key factors that will decrease your job stress?



### **Data Analysis**

This study used two basic techniques of data analysis: qualitative and quantitative. The results from these interviews were summarized and categorized into related groups of items. The quantitative techniques were used to provide a more accurate reading of the respondents' perceptions of job stress, job satisfaction, and job performance.

The demographic data were analyzed and presented as frequencies and percentages.

### **Perception Level**

Descriptive statistics was used to analyze the opinions about levels of job stress, job satisfaction, and job performance in terms of the mean ( $\bar{X}$ ) and standard deviation (SD).. A comparison to find out the difference between the means of Pre and Post ODI was conducted employing a Paired-samples t-test.

The SPSS program version 17 was used to analyze data derived from the Questionnaire

in order to provide answers to the research questions and research hypotheses.

### **Hypotheses Testing and Proposition Analysis**

The respondents comprised of: 97 females (69.3 %) and 43 males (30.7 %). The biggest age group comprised of 56 of respondents (40 %) in the age ranging from 31-40 years old; the second biggest age group were those in the 41-50 years old (44 respondents or 31.4 %) ; those in the group 20-30 years old comprised 32 respondents (23.2 %), and the fourth group are 51-65 years old (8 respondents or 5.7 %). Ninety(90.0) per cent of respondents hold primary level educational attainment while 10.0% attained a secondary level of education.

*Years of service* . The respondents can be divided into four groups. The first group, 59 persons (42.10%), has served from 5 – 10 years of work, the second group (25.70%) served for 11-15 years ; those with over 15 years of service are 26 persons (18.60%), and 19 respondents (13.60%) are under 5 years of work experience.

Table 1. Mean statistics, standard deviation, and meaning of the relationship between job stress, job satisfaction, and job performance before and after OD intervention

<i>Main Factors</i>	<i>Before</i>			<i>After</i>		
	$\bar{X}$	S.D.	Meaning	$\bar{X}$	S.D.	Meaning
Job Stress	3.35	0.37	Sometimes	1.90	0.36	Seldom
Job Satisfaction	2.45	0.34	Seldom	3.90	0.26	Often
Job Performance	2.45	0.31	Seldom	3.93	0.27	Often

According to Table 1, the total mean statistics shows that the OD interventions can change the respondents' perception in a positive way for all three main factors.

The perceptions on job stress factor from respondents decreased from "sometimes" ( $\bar{X} = 3.35$ ) to "seldom" ( $\bar{X} = 1.90$ ) after OD intervention.

In terms of job satisfaction and job performance factors of respondents, their perceptions increased their job satisfaction and job performance in the positive way. Job satisfaction factor change from "seldom" ( $\bar{X} = 2.45$ ) to "often" ( $\bar{X} = 3.90$ ), and job performance factor change from "seldom" ( $\bar{X} = 2.45$ ) to "often" ( $\bar{X} = 3.93$ ) after OD intervention.

#### **The Level of Job Stress of respondents before and after OD Intervention**

There are five factors related to job stress as follows: role conflict, role ambiguity, work overload, work environment, and time pressure.

Table 2 . Mean statistics, standard deviation, and meaning of level of five job stress factors before and after OD intervention

Job Stress	Before			After		
	$\bar{X}$	S.D.	Meaning	$\bar{X}$	S.D.	Meaning
Role Conflict	3.31	0.60	Sometimes	1.88	0.48	Seldom
Role Ambiguity	3.34	0.49	Sometimes	1.78	0.44	Seldom
Work Overload	3.33	0.52	Sometimes	1.98	0.50	Seldom
Work Environment	3.36	0.42	Sometimes	2.02	0.50	Seldom
Time Pressure	3.38	0.48	Sometimes	1.85	0.52	Seldom
<b>Total Mean</b>	<b>3.35</b>	<b>0.37</b>	Sometimes	<b>1.90</b>	<b>0.36</b>	Seldom

According to Table 2, the total mean statistics shows that the OD interventions can change the respondents' perceptions in a positive way.

The total mean statistics of job stress factor change from "sometimes" ( $\bar{X} = 3.35$ ) to "seldom" after the respondents' received an OD intervention.

For factors of job stress, an overall perceptions of respondents from before to after OD intervention is decreased from "sometimes" to "seldom" as follows time pressure with mean statistics 3.38 to 1.85, work environment with mean statistics 3.36 to 2.02, role ambiguity with mean statistics 3.34 to 1.78, work overload with mean statistics 3.33 to 1.98, and role conflict with mean statistics 3.31 to 1.88, respectively.

### **Job Satisfaction of respondents before and after OD Intervention**

There are five factors of job satisfaction as follows: supervision, teamwork, work itself, achievement, and advancement.

Table 3. Mean statistics, standard deviation, and meaning of level of five job satisfaction factors before and after OD intervention

Job Satisfaction	Before			After		
	$\bar{X}$	S.D.	Meaning	$\bar{X}$	S.D.	Meaning
Supervision	2.36	0.50	Seldom	3.95	0.65	Often
Teamwork	2.46	0.53	Seldom	3.92	0.46	Often
Work Itself	2.54	0.46	Sometimes	3.97	0.40	Often
Achievement	2.40	0.42	Seldom	3.83	0.38	Often
Advancement	2.51	0.49	Seldom	3.84	0.37	Often
<b>Total Mean</b>	<b>2.45</b>	<b>0.34</b>	<b>Seldom</b>	<b>3.90</b>	<b>0.26</b>	<b>Often</b>

Table 3 shows the mean, standard deviation, and meaning of job satisfaction sub-factors divided into two parts: before and after of an OD intervention. An overall perception of respondents about job stress factor before the intervention is “seldom” ( $\bar{X} = 2.45$ ). After the intervention, an overall perception is “often” ( $\bar{X} = 3.90$ ).

The change from “sometimes” to “often” is shown in the category “work itself” with mean changing from 2.54 to 3.97.

There were four factors that change from “seldom” to “often” as follows, “advancement” with mean statistics from 2.51 to 3.84, “teamwork” from 2.46 to 3.92, “achievement” from 2.40 to 3.83, and “supervision” from 2.36 to 3.95, respectively.

Detailed information on causes of job satisfaction presented in the study leads to a conclusion that an OD Intervention can change the respondents’ perception in job satisfaction and 5 job satisfaction factors in a positive way.

### **Job Performance of respondents before and after OD Intervention**

There are three factors of job performance as follows: goal setting, competency, work attitude & behaviour

Table 4 . Mean statistics, standard deviation, and meaning of level of five job performance factors before and after OD intervention

Job Performance	Before			After		
	$\bar{X}$	S.D.	Meaning	$\bar{X}$	S.D.	Meaning
Goal Setting	2.35	0.36	Seldom	3.90	0.42	Often
Competency	2.53	0.43	Sometimes	3.89	0.32	Often
Work Attitude & Behavior	2.48	0.47	Seldom	4.00	0.36	Often
<b>Total Mean</b>	<b>2.45</b>	<b>0.31</b>	<b>Seldom</b>	<b>3.93</b>	<b>0.27</b>	<b>Often</b>

According to Table 4, the total mean statistics shows that the OD intervention can change the respondents' perception in a positive way. Total mean statistics of job performance factor changed from "seldom" to "often" with mean statistics 2.45 to 3.93.

There are two factors that changed from "seldom" to "often", namely: "work attitude & behavior" with means changing from 2.48 to 4.00, and "goal setting" with means from 2.35 to 3.90, respectively. Only one factor that changed from "sometimes" to "often" is "competency" with means 2.53 to 3.89.

A conclusion can be logically drawn that OD Interventions can change the respondents' perception in job performance and 3 job performance factors in a positive way.

### **Suggestions from the questionnaires**

Comments and suggestions given by classified staff in the questionnaire:

1. Issues or problems that are related to teacher(s) should involve the teachers concerned in order to better address the issue/problems and get help in dealing with the problems.
2. Policy problem or issue should be addressed to the administration concerned with other divisions to boost high morale and loyalty.

3. There should be an annual survey to identify the on-the-job training needs in each division.
4. Once the needs are identified, on the job training should be provided on regular basis or as needed with follow up and monitoring of training results.
5. Different users of the 4 service areas should have an opportunity to give a yearly feedback/comment to the quality of classified staff services.
6. Feedbacks/comments from all stakeholders in no.6 should be considered and inform decision making of administrators concerning personnel promotion, management, development, and career path.

**Qualitative analysis of the in-depth interviews and observations before and after of the OD intervention**

The results of interviews and observations before and after OD Intervention are summarized into job stress, job satisfaction, and job performance as follows:

**Job Stress Factors**

**(Before OD Intervention)**

1. In case of mandatory whole-school work, which occurs at the same time of my duties, I felt uneasy or guilty for being unable to help. I could not speak out to my supervisor as I could not help several times due to the same reason.
2. Job assignments to different staff are not equal—some have more others have less.
3. Changes or replacements of supervisors often take place and that make us constrained, as we have to adapt ourselves to the new leader who usually have different styles of supervision and management.
4. Sometimes I could not finish work on time.

**(After OD Intervention)**

1. The ODI process helped open up several work-related issues and problems in a positive manner. I was encouraged to talk it out and share my thoughts and concerns. The research assistants were listening and tried to understand us.

Thus, I had confidence to address the issues I never spoke out before. For example, when I cannot help with whole-school work, I should consult my supervisor.

2. During OD Intervention I had good opportunities to hear my colleagues talk about their job and responsibilities. I had better understanding of many other jobs, their stress, and their concerns. Many jobs which may appear less demanding are in fact more complicated than I thought. That has made me change my attitude toward my fellow staff. Each job is equally demanding in a different way.
3. I found ODI very helpful and positive. Not only did I feel that we became closer among staff across departments, I also got to know each of the supervisors better as a person and as an employee of the same organization. It was the first time I realized we all work toward the same goal for the school and we all share our part and responsibility toward that goal.
4. After we talked more and shared our concerns and good practice at ODI, I felt my tension had been released. We got to understand one another better, listened to each other, and opened ourselves up more. I can feel that we suddenly become more cooperative and I am sure we can collaboratively work on any future whole-school tasks a lot more effectively.

### **Job Satisfaction Factors**

#### **(Before OD Intervention)**

1. Some staff members do not have job satisfaction since they have been in the positions for many years.
2. Many staff members think there should be a better way to do the job but they lack training opportunity, such as how to meet health standards for food service.
3. Some staff members are less satisfied with their job due to having to rotate to different work stations and attend to children, sometimes they cannot get their job done on time and they feel like they cannot complete the assignments.
4. Some staff members feel bored or tired of their job due to recurring problems that never get resolved, resulting in facing the same old problems again and again.

They think if the problems are solved, they would not face the same problems again.

**5. (After OD Intervention)**

1. Staff is satisfied with their supervisors who pay attention to their well-being, their work situation, attempt to solve their problems, giving rewards, try to motivate and empower them.
2. Staff feel their peers are friendly, helping each other, and cooperative.
3. Staff feel self-valued and view themselves a part of the organization. They view their work as contributing to the school success and believe that their works are a factor why parents chose the school for their children.

**Job Performance Factors**

**(Before OD Intervention)**

1. Staff think modern tools and equipment and more trainings will help them work better and increase their work performance.
2. Staff believe that the school should provide more modern equipment to facilitate their job performance.

**(After OD Intervention)**

1. A staff concludes that “student safety is the most important.” This is a statement of a toilet cleaning staff when she told a story of a school boy climbing up a toilet bowl playing hide and seek with friends. Her statement reflects her insight in job goal.
2. Field trips to learn best practices from other institutions motivate their work performance. More frequent field trips would help create inspiration at work.
3. Meetings/brainstorming among staff to share experience, share problems concerned, solutions performed, and suggested possible solutions when they face similar problems.



### **Hypothesis testing**

Table 5. Mean, Standard Deviation, Pearson Correlation (Before ODI) Between Job Stress, Job Satisfaction, and Job Performance

<b>Factors</b>	<b>Mean</b>	<b>S.D.</b>	<b>Job Stress</b>	<b>Job Satisfaction</b>	<b>Job Performance</b>	<b>Sig.</b>
Job Stress	3.35	0.37	1.00			.004*
Job Satisfaction	2.45	0.34	-.242**	1.00		.000*
Job Performance	2.45	0.31	-.104**	.565**	1.00	.000*

\*\* Correlation is significant at the 0.01 level (2-tailed).

According to Table 5, the researcher studied significant relationship on job stress, job satisfaction, and job performance (Before ODI) by using Pearson product moment correlation (r) with significant level at .05.

The researcher found that classified staff job stress is significantly related to job satisfaction (Before ODI) at the significant level (sig) .004\* and Pearson correlation (r) = -.242\*\*. This means the research results accept *Ha*. There is low relationship of job stress and job satisfaction, The results show that they are inversely related.

Moreover, job stress is significant related to job performance (Before ODI) at the significant level (sig) .000\* and Pearson correlation (r) = -.104\*\*. This means the research results accept *Ha*. There is low relationship on job stress and job performance and thus there is an inverse relationship that exists between these two.

Therefore, job satisfaction is significantly related to job performance (Before ODI) at the significant level (sig) .000\* and Pearson correlation (r) = .565\*\*. This means the research results accept *Ha*. There is a high relationship between job satisfaction and job performance .

Table 6. Mean, Standard Deviation, Pearson Correlation (After ODI) Between Job Stress, Job Satisfaction, and Job Performance

<b>Factors</b>	<b>Mean</b>	<b>S.D.</b>	<b>Job Stress</b>	<b>Job Satisfaction</b>	<b>Job Performance</b>	<b>Sig.</b>
Job Stress	1.90	0.36	1.00			.000*
Job Satisfaction	3.90	0.26	-.464**	1.00		.000*
Job Performance	3.98	0.27	-.406**	.392**	1.00	.000*

\*\* Correlation is significant at the 0.01 level (2-tailed).

The researcher found that the employees' job stress is significantly related to job satisfaction (Before ODI) at the significant level (sig) .000\* and Pearson correlation ( $r$ ) = -.464\*\*. This means the research results accept  $H_a$ . There is medium relationship on job stress and job satisfaction and the relationship are inverse.

Moreover, job stress is significantly related to job performance (After ODI) at the significant level (sig) .000\* and Pearson correlation ( $r$ ) = -.406\*\*. This means the research results accept  $H_a$ . There is medium relationship on job stress and job performance and an inverse relationship exists .

Therefore, job satisfaction is significantly related to job performance (After ODI) at the significant level (sig) .000\* and Pearson correlation ( $r$ ) = .392\*\*. This means the research results accept  $H_a$ . There is medium relationship on job satisfaction and job performance and that the two factors are directly related.

In conclusion, the research results accept  $H_a$  : There is significant relationship between employees job stress, job satisfaction and job performance before and after (ODI).

### **Summary of Key Findings**

Drawn from the quantitative data of 140 full time classified staff of St. Gabriel College in 4 main service areas: food service, bus service and transportation, building and ground, and security guard. The classified staff are classified as follows: 42.10 percent of classified staff work in the school more than 5-10 years and the age of the classified staff (40 percent) are between 31-40 years old, 90 percent of the classified staff education

background graduated in the primary level, and all of the classified staff have taken training or do other activities every year provided by the school.

The major key findings are summarized and discussed following the order of the research questions :

**1. The current perception of St. Gabriel's College on classified staff in term of job stress, job satisfaction, and job performance:**

When doing SOAR analysis and AI process, the researcher found the current perception of St. Gabriel's College as follows:

**Strength:** that they have service in mind and they are responsible in their job

**Opportunity :** Saint Gabriel's College is a famous school, parents, alumni, community support school activities. The school has opportunities to improve the knowledge and skills of the staff.

**Aspiration:** they aspire to see all the buildings of the school clean, convenient traffic around the school, less stress in their jobs, highly satisfied with their jobs, and high job performance

**Results:** they hope to see the results of their performance as follows: job goal achievement, increase their competency, positive work attitude, and they want to be recognized and appreciated for their work well done .

2. The Five factors that cause job stress are role conflict, role ambiguity, work overload, work environment, and time pressure. The level of the job stress of classified staff of St. Gabriel's College before conducting the OD intervention was categorized in the "sometimes" level in all five factors. After the conduct of the OD intervention, the level of job stress decreased or shifted to the "seldom" level. This proved that the OD intervention had a positive effect.
3. There are five factors that cause job satisfaction. They are supervision, teamwork, work itself, achievement, and advancement. The level of the job satisfaction of the classified staff of St. Gabriel's College before conducting the OD intervention was in the "seldom" category. After the conduct of the

OD intervention, the level of job satisfaction increased or shifted to the “often” level. This proved that the OD intervention had positive effect.

4. There are three factors causing effective job performance. They are goal setting, competency, and work attitude & behavior. The level of job performance of classified staff of St. Gabriel’s College before conducting the OD intervention was categorized as “seldom”. After the conduct of the OD intervention, the level of job performance increased and shifted to the “often” category. This proved that the OD intervention had a positive effect.
5. There was a relationship between job stress, job satisfaction, and job performance. After conducting the OD intervention in their jobs by comparing pre-ODI and Post-ODI, it shows that when school decreased job stress of classified staff, job satisfaction increased and job performance improved.
6. After the OD intervention, all of the variables show that there is significant relationship between job stress, job satisfaction, and job performance. Therefore, *Ho* is rejected and *Ha* is accepted.

### **Conclusion**

This study proves that the implementation of OD Intervention activities to the classified staff has positive impact on the relationship between job stress, job satisfaction, and job performance at St. Gabriel’s College. The three findings are :

1. Classified staff with less or no job stress exhibit high job performance;
2. Most high performing classified staff also have high job satisfaction; and
3. The OD Intervention training provided opportunities for classified staff to reflect on their work condition and situation, shared their good practice and/or concerns and asked questions.

What the researcher found from this study confirms AI philosophy, which states, “Every organization has something that works right—things that give it life when it is most alive, effective, and connected in healthy ways to its stakeholders and communities. AI begins by identifying what is positive...”(Fry, 2008,p.XV). St. Gabriel College is approaching its golden jubilee (100<sup>th</sup> anniversary) in 2020. During the 1997 Thailand economic crisis, the school survived and continued to double in student enrolment in the

past decades. Thus, there must be something that works effectively in the organization. It could be said that OD intervention with appreciative inquiry opened up the secrets in classified staff's good practices and dedication. AI allows more interaction and communication among the classified staff who normally work in different section and communicate within their unit. With the ODI process, their best practices were manifested to other sections and recognized by the whole school. Likewise, their concerns and problems were discussed, clarified, and in many cases resolved or forwarded to the authorities for policy change. In such manner, if the ODI is continued to be practiced regularly, this would further build a stronger teamwork and the feeling of ownership among staff.

### **Recommendations**

#### **For St. Gabriel's College**

1. The school should communicate its vision, mission, school-wide goals, identity, and uniqueness to all the classified staff and relate school goals to each department and each individual staff so that each and every one of them realize and know where they are in the organization and how they can contribute to meeting the school goals. This needs to be done continually and periodically. In addition, the communication process should be a two-way approach, allowing employees to initiate ideas, ask questions, express concerns or give suggestions.
2. Role & responsibilities of classified staff positions must be clearly written down in terms of clear expectations, daily duties needed to perform, skills and knowledge needed to carry out the assigned functions. Key performance indicators of each function need to be clearly articulated and well communicated to all classified staff.
3. The classified staff needs to be informed in advance of any appraisal process and procedure, which needs to be fair and impartial by whom, when, how often, and on what criteria. Evaluators should not be a single superior position. But a panel or committee and peer evaluation is more desirable.

4. Since classified staff mostly have primary education level, to educate them about job goals and steps of work should be activity-oriented and participatory rather than lecture type.
5. As most of these classified staff are at the low end of job stratification, they may exploited, e.g. being asked to do an 'extra favor' from the higher- position personnel, which sometimes in conflict with their main duties. This may cause disruptive and even damage in their core duties. The school management should look into this role conflict, which leads to job stress, and minimize this type of errors to the least.
6. Annual activities for classified staff are in general satisfactory. What could be added to make these activities even more effective is to make them more interactive whenever possible. This will give classified staff an opportunity to share their knowledge and good practices, concerns, and asking constructive questions. When this is more regularly practiced, it could gradually become part of the school culture where everyone feels comfortable and safe to share their views in public.
7. School should consider using case studies, which come from brainstorming of classified staff.
8. The researcher found that the classified staff still use their conventional knowledge in performing their assigned duties. It is strongly recommended that classified staff need to learn similar duties and jobs from others in advanced organizations and be encouraged to apply what they learn in their job.

#### **Other Recommendations**

1. The School should continuously do research by using ODI and AI process and activities to improve the work process. The SOAR Analysis is particularly effective in job analysis which results in inspiration to improve twork among classified staff.
2. The school should do research to manifest that strengths or competitive edge of the school and not merely rest on academic rigor. Strengthening the classified staff's performance and motivation will be a value-added point towards the sustainable development of the organization.

3. As ASEAN and AEC are upcoming; the school will inevitably open itself to a wider arena. To maintain a competitive advantage, considering raising its standards of practice to international standards is highly recommended. Qualitative data from in-depth interviews revealed the classified staff's job performance generally at the levels of high to very high. However, all these good practices are carried out by their own service mindedness rather than by order or system. The school should consider having a system in place for all main functions.

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